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ABSTRACT

The Missouri Excellence in Education Act of 1985 established the Missouri Career Development and Teacher Excellence Plan, also known as the Career Ladder Program. The intent of the program was to develop and implement a process to encourage quality teachers to remain in the classroom and to continue the emphasis on improved instruction. The Missouri Career Ladder provides a 3-stage, flexible framework in which career advancement is available while teachers are financially rewarded for performance and professional responsibilities. In order to provide an organizational framework, responsibilities were divided into three categories: personal and professional growth; faculty collaboration; and community/school involvement. This manual contains guidelines developed by a 36-member advisory committee, providing planning information helpful to teachers and administrators in local school districts. The guidelines include information on: use of performance based teacher evaluation, a model career ladder plan, guidelines and implementation procedures. It also provides career development plan forms, explanations of important terms associated with the career ladder process, a set of the most frequently asked questions (and answers) regarding the Career Ladder, the statutory authority, and a complete copy of the Board of Education Rule, Title 5. An appendix provides guidelines for local school district career ladder plans. (LL)

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Career Ladder

PROGRAM

The Missouri Career Development and Teacher Excellence Plan

Suggested guidelines for implementing Career Ladder programs in Missouri public schools, as authorized by the Excellence in Education Act of 1985.

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Adopted by the Missouri State Board of Education, April 1986
Revised January 1993
Missouri Department of Elementary and Secondary Education
Robert Bartman, Commissioner of Education

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The Missouri Career Development and Teacher Excellence Plan

Suggested guidelines for implementing Career Ladder programs in Missouri public schools, as authorized by the Excellence in Education Act of 1985.

Revised January 1993
Missouri Department of Elementary and Secondary Education

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Foreword

A major portion of the Excellence in Education Act of 1985 is the Missouri Career Development and Teacher Excellence Plan, also known as the Career Ladder Program. The use of incentive-pay measures has been a topic of much discussion in the educational reform movement. The intent of the General Assembly and the Missouri State Board of Education is to develop and implement a process to encourage quality teachers to remain in the classroom and continue the current emphasis on improved instruction.

The main purposes emphasized by the advisory committee responsible for the development of this manual are that the Career Ladder should enhance excellence in education and provide direct benefits to local districts, teachers, and students. The revisions made in January of 1993 were made for the purpose of clarification. The original themes are reflected throughout the manual.

The Career Ladder is a voluntary program for school districts and teachers. The effective implementation of this process will require a great deal of concentration and planning, and must be the result of a cooperative effort among teachers and administrators. This cooperation is essential for the successful development of a program which will contribute to excellence in education.

Robert E. Bartman
Commissioner of Education

Philosophy

Quality education is largely dependent on the skill and talent of the teacher. The Missouri Career Ladder provides a flexible framework in which career advancement is available while teachers are rewarded for performance and professional responsibilities.

The primary purpose of a Career Ladder process is to promote excellence by recognizing and rewarding effective teaching and thus enhancing learning opportunities for students. A Career Ladder should be a positive process which fosters professional growth, the exchange of ideas, and cooperation among teachers.

The emphasis on excellence, effective teaching and professional development serves to enhance the status of teaching and offers challenges and responsibilities for teachers.

Overview

This manual contains material developed by a 36-member advisory committee appointed by the State Board of Education in June 1985. The committee was charged with developing a suggested model Career Ladder process and approval GUIDELINES for local school districts, as required by Section 168.500, RSMo. The committee met monthly through February of 1986 to prepare the Career Ladder Model and guidelines for approval. The substance of this manual was formally approved by the State Board of Education in April 1986. It was revised by the Department of Elementary and Secondary Education in January of 1993.

According to the definition adopted by the committee, a Career Ladder is "A process to provide supplemental pay and incentives for established, quality teachers. This process is organized as a series of stages with each stage containing a set of predetermined criteria. The criteria are established to recognize teacher effectiveness, professional activities and growth, and include specific qualifications to be met and responsibilities to be completed for each level." This definition reflects language in the Excellence in Education Act of 1985 which established the Missouri Career Development and Teacher Excellence Plan (Career Ladder) and utilizes current knowledge regarding effective teaching and effective schools.

DEVELOPMENT OF MODEL CAREER LADDER

The development of a workable and beneficial Career Ladder Model involves a logical progression from general goal statements to items of greater specificity. The committee's initial work was to adopt a statement of philosophy emphasizing excellence, effective teaching, and professional development as the key goals for a Career Ladder process. This provided the basis for more specific decisions which implement ideas outlined in the philosophy.

The committee reviewed available research and Career Ladder programs from other states. Several states which implemented incentive pay programs in 1985-86 appeared to encounter noticeable difficulties. These apparent problems involved the lack of statewide input in the development of a Career Ladder system, the lack of a clear purpose for the Career Ladder, and an inadequate or nonexistent teacher evaluation process. The statewide Career Ladder Advisory Committee, which includes representatives of the major education groups as well as political leaders, business and lay persons, was organized specifically to obtain a wide range of opinions and ideas. The committee, as noted in the previous paragraph, spent a great deal of time developing a sound philosophy and purpose for a Career Ladder. Performance Based Teacher Evaluation was required by the General Assembly in 1983 and is used by Missouri school districts. This provides a common process and terminology for teacher evaluation which will facilitate the use of a Career Ladder.

The state of Utah appeared to operate one of the most successful Career Ladder systems, and the head of the Utah program met with the committee during the developmental stage. The Utah process emphasizes a well-based philosophy, a sound evaluation procedure, and flexibility for districts in the development of local plans.

A major task, after the development of a philosophy statement, was to select specific requirements for the Career Ladder. These requirements were organized as QUALIFICATIONS, prerequisites to be completed prior to application, and RESPONSIBILITIES, which are activities to be completed while on the Career Ladder. Key qualifications include evidence of a designated level of performance on teacher evaluation and the development of a career development plan which outlines the specific responsibilities to be completed on the Career Ladder.

The committee discussed numerous possible responsibilities and selected those related to effective teaching, student performance, professional growth, and which demonstrated benefits to schools and students. In order to provide an organizational framework, responsibilities were divided into three categories. These are:

1. Personal/Professional Growth
2. Faculty Collaboration
3. Community/School Involvement

After the QUALIFICATIONS and RESPONSIBILITIES were determined, they were organized into requirements for each of the three stages on the Career Ladder. This organization resulted in the structure for a MODEL CAREER LADDER PROCESS which may be used or modified for use by local districts. The committee was careful to construct the model according to the framework specified by the General Assembly. This framework includes a Career Ladder consisting of three stages and predetermined qualifications and responsibilities which must reference Performance Based Teacher Evaluation.

DEVELOPMENT OF DISTRICT GUIDELINES

Besides the development of a Model Career Ladder, the Advisory Committee recommended to the State Board of Education a set of guidelines which must be addressed by local districts in order that their Career Ladder Plan be approved for funding. These DISTRICT GUIDELINES include requirements pertaining to the establishment of specific district Career Ladder goals; teacher, administrator and patron involvement in development, selection, and assessment procedures, as well as use of Performance Based Teacher Evaluation. A major component for local districts will be the development of the District Career Ladder Plan which will outline the complete structure for the local Career Ladder process.

Constructing a useful Career Ladder involves a careful balancing of several important factors. The ultimate goal is to provide direct educational benefits to students and schools. This is accomplished by developing a process which emphasizes rigorous standards, thereby

promoting excellence, utilizing teacher talents, and encouraging teacher participation. The Model Career Ladder process and the district guidelines are organized specifically to facilitate the philosophy and goals outlined for the Missouri Career Ladder.

A Career Ladder process should be practical for use by the local district and fair to teachers. The use of an established performance based evaluation system, based on effective teaching research, and responsibilities designed to enhance professional growth and school improvement, provide positive opportunities for teachers to participate in the Career Ladder. The procedures outlined in the model and guidelines are intended to allow district personnel to implement the program in the most efficient manner possible.

USE OF CAREER LADDER MANUAL

This manual provides information which should be helpful to teachers and administrators in local school districts. This information includes a suggested process for development and implementation of the Career Ladder, an outline for a teacher's career development plan, and explanations of important terms associated with Career Ladder. Also included is a set of the most frequently asked questions regarding the Career Ladder.

Instituting an effective Career Ladder is the responsibility of local school districts. The Model Career Ladder approved by the State Board of Education and detailed in this manual is intended to assist local schools in implementing this process. **Local districts must meet the required guidelines for local district Career Ladder plans (indicated in bold print on the following pages).** A complete copy of the Board of Education Rule 5 CSR 80-950.030 is found beginning on page 39. Local plans shall not vary from this rule. Local school personnel should thoroughly review the recommended procedures, qualifications, and responsibilities (indicated in regular print on the following pages) included in this guide as they work toward the implementation of a sound Career Ladder system.

Use of Performance Based Teacher Evaluation

One of the most discussed components of the Career Ladder process is the use of Performance Based Teacher Evaluation. In 1983, the General Assembly passed legislation requiring comprehensive performance evaluation in Missouri school districts, and in February 1984, the State Board of Education approved a model and procedures for such a system. Performance Based Evaluation is a process designed to improve instruction and is based upon knowledge and research about effective teaching.

Recent reports indicate that most Missouri school districts are making a strong effort to implement the evaluation system in a manner consistent with the intent and suggested guidelines. Nearly all principals have participated in inservice activities relating to the skills necessary to effectively use Performance Based Teacher Evaluation.

Legislation establishing the Missouri Career Ladder states that the criteria "shall include reference to classroom performance evaluation." The Career Ladder Advisory Committee and the State Board of Education were aware of the need to properly relate performance evaluation to the Career Ladder process. The basic intent is that a teacher demonstrate classroom effectiveness as one of the qualifications for participation on the Career Ladder. The Performance Based Evaluation system specifically addresses the identification of classroom effectiveness through the specific criteria and the summative evaluation report. The evaluative criteria were established from effective teaching research and outline the desired behavior for an effective teacher. The summative evaluation report designates for each criterion the level at which an effective teacher is expected to perform. Performing at the expected level identifies a teacher as a quality classroom instructor.

It was clear from discussions regarding the Career Ladder that evidence of performance above the expected level of effective teaching was desirable for at least Career Ladder Stage II and III. This would mean identifying performance above the expected level on a specified number of the evaluative criteria. One concept important to this discussion was that in the development and training for Performance Based Evaluation, principals had been instructed to be extremely careful in rating above-expected performance and most have followed this direction. Evaluation workshops emphasized minimal use of the "above-expected level" so as not to "water down" the importance of the expected level. Overuse of the above-expected level may jeopardize the integrity of the evaluation process, place evaluation in a competitive mode, and promote a negative climate for Performance Based Evaluation.

In order to identify quality teachers and provide realistic expectations in relation to Performance Based Evaluation, it would be expected that on Career Ladder Stage II, a teacher would evidence two criteria of the nineteen in the state model as above-expected performance and three criteria at Stage III with at least one of these criteria in the area of Instructional/Guidance and Counseling Process. This process denotes a truly outstanding teacher and yet maintains the focus on improvement of instruction in the evaluation process.

It is not necessary for local districts to significantly change established evaluation procedures for use in a Career Ladder. For example, districts which follow a two-or-three-year cycle of summative evaluation for tenured teachers or do not use a fourth (exceeds expectation) column on the summative report will not need to alter these approaches. In cases where there is the requirement to show evidence of performance above expectation, it will be necessary to provide summative data only on those criteria identified as above the expected level. It will not be necessary to present a complete new summative report. If the fourth column on the summative report is not used, it will be necessary to "show evidence of" performance above the expected level. This evidence may be identified, verified,and attached as an addendum to the summative report.

As suggested in the Model Career Ladder, it may be appropriate for the individual teacher to initiate the identification of criteria above the expected level of performance. As part of the regular evaluation process, a teacher desiring to be placed on the Career Ladder would present to the principal the following:

- o Identification of suggested criteria above expected performance level
- o Procedures or tasks associated with accomplishment for each criterion
- o Time frame to accomplish procedures
- o Desired outcomes resulting from achievement of the objective
- o Method or evidence for assessing accomplishment of objective

The principal would evaluate these criteria through the normal formative/summative evaluation process.

Performance Based Teacher Evaluation has been implemented in Missouri schools with a great deal of success. In order for the Career Ladder to be a positive force for teachers and schools, it will be necessary to continue the strong work in teacher evaluation. Personnel involved in this process must strive to continually upgrade evaluation skills, attain consistency among evaluators, and expand the knowledge and recognition of effective, quality teaching.

Model Career Ladder Plan

The Excellence in Education Act of 1985 directs the Department of Elementary and Secondary Education to organize a Model Career Ladder which shall be made available to local school districts. The model may be used or modified for use by local schools, and districts may also develop their own plans which must be approved by the Department. The MODEL CAREER LADDER PLAN was developed by the 36-member Career Ladder Advisory Committee and approved by the State Board of Education. In 1992, the model was revised by the Department of Elementary and Secondary Education.

The model plan is designed to comply with the framework established by the General Assembly and to facilitate the philosophy and purpose for a Career Ladder as stated by the advisory committee. A key emphasis in the model is that the use of a Career Ladder process should provide direct and observable benefits to students and schools. The model is organized to provide a "two-way look" at the value of a teacher to the school district. This is accomplished through the recognition of classroom effectiveness as demonstrated by performance based evaluation AND requirements of specific activities related to professional development and school improvement.

The model is structured so that each of the three stages contain QUALIFICATIONS or prerequisites to be completed prior to application and RESPONSIBILITIES or activities which must be accomplished while on the Career Ladder. Key qualifications include demonstrated performance through the evaluation process and the organization by the teacher of a detailed CAREER DEVELOPMENT PLAN. This plan will outline specifically the teacher's goals and all responsibilities to be completed while on the Career Ladder.

Responsibilities identified for use on the Career Ladder are organized into three categories: PERSONAL/PROFESSIONAL GROWTH, FACULTY COLLABORATION, and COMMUNITY/SCHOOL INVOLVEMENT. Suggested responsibilities are provided with the Model Career Ladder Plan.

An important feature of the model is the increase requirements, both in qualifications and responsibilities, at each stage of the Career Ladder. This occurs by three procedures. The level of performance expected of a teacher increases at each stage; more responsibilities must be accepted as a teacher moves up the Career Ladder; and responsibilities addressed at Stages II and III must involve development, coordination or leadership activities.

The Missouri Career Ladder Model

Adopted April 1986 by the Missouri State Board of Education.
Revised January 1993 by the Department of Elementary and Secondary Education.

Participation in the Career Ladder is voluntary for school districts and for individual teachers, counselors and librarians.

STAGE I — $1,500

Qualifications

1. Five years' teaching experience in Missouri public schools.
2. Appropriate certification.
3. Classroom teacher, librarian or guidance counselor serving on a regular-length, full-time contract.
4. PBTE.* Teacher meets "expected" level on the district's performance based teacher evaluation.
5. Teacher will prepare a Career Development Plan.

Responsibilities

Career Stage I teacher will select a total of six responsibilities from the areas of:

- **Personal/Professional Growth**
- **Faculty Collaboration**
- **School/Community Involvement**

** PBTE — Performance based teacher evaluation, as required under Section 168.128, RSMo.*

STAGE II — $3,000

Qualifications

1. Successful completion of the Stage I Career Development Plan. Teacher must complete two years on Stage I. Local board of education may waive one year of this requirement based upon a total of seven years' prior experience.
2. Appropriate certification.
3. Regular-length, full-time contract.
4. PBTE.* Teacher meets and exceeds "expected" performance level on 10% of evaluation criteria, one of which shall be in the area of Instructional/ Guidance and Counseling Process.
5. Teacher will prepare a Career Development Plan. Responsibilities at Stage II must display higher levels of sophistication.

Responsibilities

Career Stage II teacher will select a total of seven responsibilities from the areas of:

- **Personal/Professional Growth**
- **Faculty Collaboration**
- **School/Community Involvement**

Responsibilities must reflect higher levels of sophistication.

STAGE III — $5,000

Qualifications

1. Successful completion of the Stage II Career Development Plan. Teacher must complete three years on Stage II. Local board of education may waive two years of this requirement based upon a total of 10 years' prior experience.
2. Appropriate certification.
3. Regular-length, full-time contract.
4. PBTE.* Teacher meets and exceeds "expected" performance level on 15% of evaluation criteria, one of which shall be in the area of Instructional/ Guidance and Counseling Process.
5. Teacher will prepare a Career Development Plan. Responsibilities at Stage III must display higher levels of sophistication.

Responsibilities

Career Stage III teacher will select a total of eight responsibilities from the areas of:

- **Personal/Professional Growth**
- **Faculty Collaboration**
- **School/Community Involvement**

Responsibilities must reflect higher levels of sophistication.

Guidelines and Implementation Procedures for Local District Career Ladder Plans

The local district shall develop and submit to the Department of Elementary and Secondary Education (DESE) a District Career Ladder Plan (DCLP). This plan will provide the organizational basis for the district's Career Ladder. Development of a Career Ladder is voluntary for local school districts. When districts establish a Career Ladder plan, they also must accept the responsibility of raising the local portion of the funding. Teachers who clearly meet the qualifications and responsibilities established as specific criteria (168.500.2 (3) RSMo.) for the district Career Ladder shall have a reasonable expectation of participating on the Career Ladder.

I.

The DCLP shall contain a clearly defined statement of goals and purposes for the district's Career Ladder.

This statement of goals and purposes should be based on an assessment of district needs and desired improvements.

II.

The local school district shall show evidence of teacher, administrator, and patron involvement in the development of the DCLP. Teachers selected for such involvement should be chosen by teachers in the district.

The local board of education should establish a committee composed of teachers, administrators, and patrons charged with the responsibility of developing the District Career Ladder Plan (DCLP). The teachers serving on the committee should be chosen by teachers in the district.

III.

Administrators and teachers shall be involved in recommending approval to the local board of education of the individual teacher's Career Development Plan and placement on the Career Ladder. Teachers selected for such involvement should be chosen by teachers in the district.

The local board of education should establish a committee(s), depending on the size of the district, composed of teachers and administrators responsible for reviewing applications for the Career Ladder and making recommendations regarding placement to the local board of education. Teachers on such a committee will be selected by district teachers.

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IV.

The DCLP shall contain three stages and the qualifications and responsibilities for each stage. The annual supplemental pay for Stage I shall be $1,500, Stage II - $3,000, and Stage III - $5,000 contingent upon appropriations for this purpose (168.515.1 RSMo). This supplemental pay shall be in addition to that which the teacher would normally be accorded by the district's salary schedule (168.505.1 RSMo).

V.

Each Career Ladder stage shall contain specific qualifications to be completed prior to application (168.500.2 RSMo). Such qualifications shall include:

A. Five years of teaching experience in Missouri public schools for Stage I (168.500.2(5) RSMo).

B. A clearly defined level of performance relative to the district's Performance Based Teacher Evaluation (PBTE) process for each stage on the Career Ladder (168.500.2(3) RSMo). As stated in the state Model for PBTE, the EXPECTED PERFORMANCE LEVEL is a designation accorded to an EFFECTIVE teacher. Performance which clearly meets the district's expected performance level shall be required for Stage I and performance which meets and exceeds the expected level shall be required for Stages II and III:

   * At Stage I, the teacher shall show evidence of performance at the EXPECTED level on all the summative evaluative criteria included in the district's PBTE system.

   * At Stage II, the teacher shall show evidence of performance at the expected level on all of the summative evaluative criteria and above the expected level on 10% of the summative evaluative criteria included in the district's PBTE system with at least one of the criteria in the area of Instructional/Guidance and Counseling Process.

   * At Stage III, the teacher shall show evidence of performance at the expected level on all of the summative evaluative criteria and above the expected level on 15% of the summative evaluative criteria included in the district's PBTE system with at least one of the criteria in the area of Instructional/Guidance and Counseling Process.

   In the PBTE system, the key emphasis is on the expected level of performance (effective teaching), and the percentage figures should be viewed as significant performance above the expected level. Unless otherwise approved by the Department, the district Career Ladder plan shall require no more than the percentages stated above.

C. **A Career Development Plan to be organized by the teacher. The Career Development Plan shall contain the responsibilities to be completed by the teacher while on the Career Ladder, specific time lines relating to the identified responsibilities, as well as provisions to monitor progress and verify completion of these responsibilities. Following approval by the district such plans may be amended for good cause.**

To qualify for Stage II, a teacher shall have completed a Career Development Plan and two (2) years of service on Stage I of the Career Ladder. One year of service on the previous stage may be waived by the local board of education based upon a total of seven (7) years teaching in the public schools.

To qualify for Stage III, a teacher must have completed a Career Development Plan and three (3) years of service on Stage II of the Career Ladder. Two years of this service on the previous stage may be waived by the local Board of Education based upon the total of ten (10) years teaching in the public schools.

D. **Appropriate certification in subject area for each teacher, except upon good cause shown (168.500.2 RSMo).**

E. **The DCLP may contain additional qualifications deemed appropriate by the local board of education to the extent they are consistent with the provisions of 169.500-168.515 RSMo.**

Missouri's Career Ladder contains three stages. To be eligible to participate at each stage, teachers must meet the qualifications detailed for each stage prior to application and assume certain responsibilities as described for each stage.

STAGE I

Qualifications

1. Five years teaching experience in Missouri public schools.

2. Appropriate certification in subject area (except upon good cause shown).

3. Classroom teacher, librarian, and guidance counselor serving on not less than a regular-length full-time contract.

4. Performance Based Teacher Evaluation (PBTE) - Teacher meets the expected performance level of effective teaching on all of the evaluative criteria. This standard is defined in the state Model PBTE Process as "Performance Expectation" and is a designation accorded to an impressive, effective teacher.

   *The equivalent level of performance from the local district's PBTE Process must be clearly defined in the DCLP.

5. Teacher will develop a Career Development Plan which formally details the manner and time lines proposed to meet the specific requirements of the three categories of Career Ladder responsibilities (Personal/Professional Growth, Faculty Collaboration, and School/Community Involvement.) The teacher shall show the relationship between the chosen responsibilities and the district's goals for the Career Ladder Process.

Responsibilities

Stage I Career Ladder teachers will select a total of six responsibilities.

STAGE II

Qualifications

1. Successful completion of the Stage I Career Development Plan. To qualify for Stage II, a teacher shall have completed a Career Development Plan and two (2) years of service on Stage of the Career Ladder. One year of service on the previous stage may be waived by the local Board of Education based upon total of seven (7) years teaching in the public schools.

2. Appropriate certification in subject area (except upon good cause shown).

3. Classroom teacher, librarian, and guidance counselor serving on not less than a regular-length full-time contract.

4. Performance Based Teacher Evaluation (PBTE) - On the most recent PBTE, the teacher meets on all of the evaluative criteria, and exceeds on 10% of the evaluative criteria, the expected performance level of effective teaching. At least one of the criteria that exceeds expected level shall be in the area of Instructional/Guidance and Counseling Process. Effective is defined in the State Model PBTE Process as "Performance Expectation." Exceeding the level of effective teaching shall be defined as performing above "Performance Expectation" on 10% of the evaluative criteria on the state Model PBTE Process. The 10% figure should be viewed as significant performance above the expected level.

   In the Performance Based Evaluation System, the key emphasis is on the expected performance level, effective teaching. Unless otherwise approved by DESE, Stage II shall require no more than 10% of the evaluative criteria to be above the level of effective teaching.

   The equivalent level of performance from the local district's PBTE Process must be clearly defined in the DCLP.

   To identify such performance, the following process will be employed:

a. At the beginning of the year preceding movement to Stage II, the Career Ladder teacher will identify those evaluative criteria on which the teacher feels she/he is performing above the level of expectation.

b. The process for documenting these criteria will clearly specify the behaviors to be evaluated, the manner in which they will be evaluated, and the evaluation criteria to be employed.

c. During the school year, the teacher will be evaluated through the formative evaluation process with respect to the identified criteria.

d. At the conclusion of the school year, the teacher will be evaluated through the summative evaluation process with respect to the identified criteria.

NOTE: Unless the teacher's performance is being evaluated through the district's regular cycle, evaluation shall be conducted only on the specific criteria. A sample verification form to be used in this process can be found on page 26.

5. The teacher will develop a Career Development Plan which details the specific responsibilities and time lines. The teacher shall show the relationship between the chosen responsibilities and the district's goals for the Career Ladder process. Responsibilities at this stage must display higher levels of sophistication with respect to the teacher's involvement in developing and coordinating activities.

Responsibilities

Stage II Career Ladder teachers will select a total of seven responsibilities. Three of these will reflect a higher level of sophistication.

STAGE III

Qualifications

1. Successful completion of the Stage II Career Development Plan. To qualify for Stage III, a teacher must have completed a Career Development Plan and three (3) years service on Stage II of the Career Ladder. Two years of this service on the previous stage may be waived by the local board of education based upon a total of ten (10) years teaching in the public schools.

2. Appropriate certification in subject area, (except upon good cause shown).

3. Classroom teacher, librarian, and guidance counselor serving on not less than a regular-length full-time contract.

4. Performance Based Teacher Evaluation (PBTE) - On the most recent PBTE, the teacher meets, on all of the evaluative criteria, and exceeds on 15% of the evaluative criteria, the expected performance level of effective teaching. At least one of the criteria that exceeds expected level shall be in the area of Instructional/Guidance and Counseling Process. Effective is defined in the State Model PBTE Process as "Performance Expectation." Exceeding the level of effective teaching shall be defined as performing above "Performance Expectation" on 15% of the evaluative criteria on the state Model PBTE Process. The 15% figure should be viewed as significant performance above the expected level.

   In the Performance Based Evaluation System, the key emphasis is on the expected performance level, effective teaching. Unless otherwise approved by DESE, Stage II shall require no more than 15% of the evaluative criteria to be above the level of effective teaching.

   The equivalent level of performance from the local district's PBTE Process must be clearly defined in the DCLP.

   To identify such performance, the following process will be employed:

a. At the beginning of the year preceding movement to Stage II, the Career Ladder teacher will identify those evaluative criteria on which the teacher feels she/he is performing above the level of expectation.

b. The process for documenting these criteria will clearly specify the behaviors to be evaluated, the manner in which they will be evaluated, and the evaluation criteria to be employed.

c. During the school year, the teacher will be evaluated through the formative evaluation process with respect to the identified criteria.

d. At the conclusion of the school year, the teacher will be evaluated through the summative evaluation process with respect to the identified criteria.

   NOTE: Unless the teacher's performance is being evaluated through the district's regular cycle, evaluation shall be conducted only on the specific criteria. A sample verification form to be used in this process can be found on page 26.

5. The teacher will develop a Career Development Plan which details the specific responsibilities and time lines. The teacher shall show the relationship between the chosen responsibilities and the district's goals for the Career Ladder process. Responsibilities at this stage must display higher levels of sophistication with respect to the teacher's involvement in developing and coordinating activities.

Responsibilities

Stage III Career Ladder teachers will select a total of eight responsibilities. Four of these will reflect a higher level of sophistication.

VI.

The DCLP shall contain the responsibilities to be recognized in the district's Career Ladder (168.500.2 RSMo). Districts are encouraged to develop responsibilities appropriate to local situations, and all responsibilities shall relate directly to the goals stated for the DCLP.

Each Career Ladder Stage shall contain specific responsibilities to be completed by the teacher while on the Career Ladder. These shall be detailed in the teacher's Career Development Plan. Responsibilities on Stages II and III shall demonstrate increasing levels of sophistication with respect to developing and coordinating activities.

RESPONSIBILITIES AND OPPORTUNITIES FOR CAREER LADDER TEACHERS

Acceptable responsibilities are non-compensated activities that are not a part of a participant's regular contract and involve extended day or "free period" activities. Responsibilities shall not be church affiliated. Responsibilities marked with an asterisk (*) denote responsibilities of a higher level of sophistication suitable for Stages II and III.

Responsibilities denoted with "+" indicate priority responsibilities. Priority responsibilities should be addressed by most or all teachers participating in the Career Ladder process. At least one priority responsibility from each category should be chosen by the Career Ladder participant.

Teachers are encouraged at all stages to incorporate innovative responsibilities into their plans. These responsibilities must reflect the goals of the district and are subject to the approval of the Career Ladder Review Committee.

SUGGESTED RESPONSIBILITIES

Personal/Professional Growth

+* Continue Education - college credit.

+Continuing Education - inservice activities (i.e., workshops, academies, seminars, clinics), professional conferences.

+*Pursue a Master's Degree in a field appropriate to the teacher's assigned area or duties.

+Maintain active membership in and participate in a national, state, and/or local subject area organization.

*Serve as a leader in a national, state, and/or local subject area organization.

*Prepare applied research/development projects.

Serve in an advisory capacity to higher education programs.

Maintain membership in an honorary professional organization.

*Develop and submit a proposal for the Incentives for School Excellence Grant program.

Faculty Collaboration

+*Model/demonstrate/share effective teaching techniques/strategies.

Assist preservice teachers.

*Serve as a mentor/advisor to a new teacher.

Serve on a professional development committee.

*Chair a professional development committee.

*Develop and share instructional strategies/programs.

*Conduct professional presentations, e.g., workshops, speeches, seminars.

*Develop and/or coordinate building-wide student academic programs, e.g., fairs, exhibitions, competitions.

Serve as a department- or grade-level chairperson.

Serve as a subject area coordinator.

Serve on a Career Ladder Committee.

*Chair a Career Ladder Committee.

*Coordinate and/or develop a teacher exchange program.

Participate in a teacher exchange program.

*Provide leadership in a professional teacher organization or other school-related organization.

School/Community Involvement

+Promote parental involvement, e.g., parent newsletters, parent volunteers, parent advisory board, parents as teachers, parent awareness programs/projects, parent training for tutoring programs, parent/school liaison on school policy or related issues.

+*Develop curriculum at building and/or district level.

+Participate in building or district committees, e.g., curriculum committee, advisory boards, subject area, grade level, textbook selections, self-study committee, participate in and or coordinate school improvement councils.

+*Develop and/or coordinate instructional improvement projects.

+Participate in instructional improvement projects.

*Provide leadership for building or district committees.

*Coordinate a student tutoring program.

Serve in a student tutoring program.

*Development and/or implement home/school communication process.

*Develop and/or coordinate summer programs.

Participate in summer programs.

*Leadership in PTA/PTO organizations.

Membership and involvement in PTA/PTO organizations.

*Coordinate staff development workshops and programs, i.e., needs assessment, session development, evaluation.

*Present staff development workshops and programs.

*Develop and/or coordinate school/business partnerships and/or school/community relationships.

Participate in school/business partnerships and/or school/community relationships.

*Develop and/or coordinate districtwide student academic programs, e.g., fairs, exhibitions, competitions.

Coordinate or sponsor student activities, e.g. student government, homecoming ceremonies, graduation ceremonies, yearbook, newspaper.

*Develop special programs for students, e.g., remedial, enrichment, gifted, study groups.

Participate in special programs for students.

Implement a state-approved Incentives for School Excellence Grant project.

*Develop and/or coordinate building/district level pilot project.

Participate in building/district level pilot project. Presentations to community groups regarding district programs.

VII.

The DCLP shall contain provisions for assessment of the district's Career Ladder. Plans will be made for periodic assessment of the district's Career Ladder under the direction of the local board of education with assistance from administrators, teachers, and patrons. Such criteria for assessment shall include, but not be limited to, goals and purposes, impact on effective teaching, benefits for schools and students, and teacher interest and participation.

VIII.

The DCLP shall contain the instrument, procedures, and forms used in the district's Performance Based Teacher Evaluation (PBTE) process. The DCLP shall contain a precise definition of the "expected level of effective performance" for each stage on the Career Ladder. (See V-B of these guidelines for a description of these requirements.)

IX.

The DCLP shall contain evidence of prior and continuous training for evaluators in PBTE. This training shall be comprehensive in nature and include, but not be limited to, knowledge of effective teaching, formative observation, summative evaluation, and assistance to teachers in improvement of instruction. Such training shall also address procedures for consistency and reliability among evaluators.

X.

The DCLP shall contain procedures for appealing decisions made regarding approval or denial of application and placement on the Career Ladder (168.510 RSMo), including the right to substantive and procedural appeals of the Performance Based Teacher Evaluation (PBTE. Such procedures shall include, but not necessarily be limited to, the following:

A. An opportunity to have the decision reviewed by the authority/ committee rendering the initial decision;

B. An opportunity to have the decision rendered in "A" reviewed by the superintendent of schools; and

C. An opportunity to have the decision rendered in "B" reviewed by the local board of education.

Appeal procedures shall be implemented in a timely fashion. All decisions made with respect to a teacher's application to and placement on, any stage of the Career Ladder shall be based on the qualifications for that stage as stated in the DCLP.

XI.

The DCLP shall contain provisions for recognition of teacher mobility from one participating district to another within this state (168.500.4 RSMo).

XII.

The Department of Elementary and Secondary Education will periodically review local district plans and will collect information from local districts regarding the Career Ladder process. The local district must advise the Department regarding amendments to the DCLP adopted by the local board of education following approval of the original DCLP by the Department.

Career Development Plan

The Career Development Plan (CDP) is a key component of the Career Ladder process in that it will contain all actions to be addressed by the individual teacher while on the Career Ladder as well as reasons for designating specific responsibilities and time lines for the completion of these activities.

CAREER LADDER
LEVEL: ___I ___II ____III DATE_____

NAME: _____

POSITION: _____ Teacher _____ Librarian _____ Counselor

COURSES TAUGHT/PROFESSIONAL ASSIGNMENT:

_____

_____

Qualifications

____ Five years' teaching in Missouri Public Schools, Stage I:

____ Seven years' teaching in the public schools, Stage II:

____ Ten years' teaching in the public schools, Stage III:

____ Regular length, Full-Time Contract

____ Certification: Elementary (___) Secondary (___): List areas

Librarian (___) ----------

Counselor (___) ----------

____ PBTE - meets expected level on all criteria - Stage I

____ PBTE - meets expected level on all criteria and exceeds on 10%, with at least one of the criteria in the area of instructional process - Stage II

____ PBTE - meets expected level on all criteria and exceeds on 15%, with at least one of the criteria in the area of instructional process - Stage III (documentation required).

Evaluator's Signature:_____

____ Stages II and III: Completion of Career Development Plan for previous level (documentation required).

Responsibilities

Name: _____

(List Responsibilities to be accepted on Career Ladder stage ___ by category. * Indicates Higher level of sophistication.)

Approved Verified

1. Personal/Professional Growth

___ _____ ___

___ _____ ___

___ _____ ___

___ _____ ___

___ _____ ___

2. Faculty Collaboration

___ _____ ___

___ _____ ___

___ _____ ___

___ _____ ___

___ _____ ___

3. Community/School Involvement

___ _____ ___

___ _____ ___

___ _____ ___

___ _____ ___

___ _____ ___

Responsibility Plan

(To be completed for each responsibility)

Name: _____

1. Responsibility _____

2. District Goal _____

3. Specific action to be completed for designated responsibility.

_____

_____

_____

_____

_____

_____

_____

_____

4. Projected final completion date and **procedures for verification.**

_____

_____

_____

5. Anticipated time lines to be addressed during project.

_____

6. Provisions to monitor progress.

_____

_____

Career Ladder Verification Form for Performance Based Teacher Evaluation

_____ _____
Applicant Date

STAGE I

For the purposes of the District Career Ladder Plan, the above applicant meets the expected performance level on all criteria of the District's Performance Based Evaluation System.

_____
Principal

_____

_____ _____
Applicant Date

STAGE II AND III

For the purposes of the District Career Ladder Plan, the above applicant meets the expected performance level on all criteria of the District's Performance Based Teacher Evaluation System and exceeds the expected performance level on the following criteria:

AREA	NUMBER	CRITERIA
Instructional Process or Guidance & Counseling Process	_____	_____
	_____	_____
_____	_____	_____
_____	_____	_____

_____
Evaluator

Terms Used in the Career Ladder Process

Important terms used in the Career Ladder process are explained below. The explanations of these terms are intended to provide information and not strict definitions.

1. District Career Ladder Plan (DCLP)

Local districts are responsible for developing a complete organizational structure for the district's Career Ladder. The CLP shall be submitted to the Department of Elementary and Secondary Education for review and approval to participate in Career Ladder matching funds. The plan should outline in detail the specific goals and purposes for the local Career Ladder as well as the overall Career Ladder framework including stages and predetermined Qualifications and Responsibilities.

The DCLP should contain the local Performance Based Teacher Evaluation system and the necessary definitions relating to the use of evaluation in the Career Ladder process. Involvement of teachers, administrators, and patrons in the total Career Ladder process is important and should be fully described in the district plan. A key concept is the assessment of the goals and purposes of the local Career Ladder. District plans should outline specific procedures and information to be utilized in periodically reviewing and modifying the DCLP.

2. Career Development Plan (CDP)

A major qualification for a teacher is the organization of a comprehensive plan of action to be completed while serving on the Career Ladder. This plan is the statement of personal and professional goals relating to the district's Career ladder process. In the CDP, the teacher will specifically identify the responsibilities to be completed while on the Career Ladder. The plan must also address how responsibilities accepted by the teacher relate to the goals stated for the local district's Career Ladder Plan.

The CDP should contain time lines, projected completion dates, and provisions whereby progress on the plan may be monitored. A valid professional expectation would be that a reasonable CDP may take more than one school year to complete. Once a CDP has been activated, modifications may be made, but only upon good cause shown and with prior approval. Upon completion of a plan, a teacher may develop a new plan to stay on the same Career Ladder stage, develop a plan to advance to the next stage or choose not to participate in the Career Ladder.

3. Qualifications

Each stage of the Career Ladder will contain predetermined QUALIFICATIONS and RESPONSIBILITIES (168.500.2(3) RSMo). Qualifications are requirements or prerequisites which must be addressed and completed by a teacher prior to application and acceptance on the Career Ladder. The teacher will be responsible for compiling and retaining documentation for each specified qualification. Key qualifications involve evidence of effective teaching based on Performance Based Teacher Evaluation and the organization of a comprehensive Career Development Plan, which outlines in detail the teacher's responsibilities while on the Career Ladder.

4. Performance Based Teacher Evaluation

This process required of school districts (168.128 RSMo) must be addressed in all Career Ladder Plans (168.500.2(3) RSMo). Significant elements of this evaluation process include job-related criteria based upon current effective teaching and effective school research. The total process is outlined in the Department of Elementary and Secondary Education's publication, Guidelines for Performance Based Teacher Evaluation in Missouri (1984). In the Career Ladder, a specified level of performance will be defined for each stage of the Career Ladder.

- Expected Level of Performance: This is the defined level of teacher evaluation at which effective teachers are expected to perform. In the Summative Evaluation Report of the State Model Performance Based Evaluation Process, the Performance Expectation level is that expected of an effective teacher. For use in the Career Ladder, local districts have the responsibility of defining and establishing the performance levels required at each Career Ladder stage. The following two terms are used in the state Model Career Ladder to describe expected performance levels.

- Meets Expected Performance Level is the designated performance for Career Ladder Stage I. The local district is responsible for clearly defining "expected performance," and a teacher, to be on Stage I, must be performing at this specific level on the most recent summative evaluation. In the state Performance Based Evaluation Model, the focus would be the Performance Expectation level as stated on the Summative Evaluation Report.

- Meets and Exceeds Expected Performance Level is the established performance level designated for Stages II and III of the Career Ladder Model. The local district is responsible for clearly defining performance required at these stages. "Meets and exceeds" means the teacher must show evidence of performance at the expected level on all of the evaluative criteria and above the expected level on an established number of criteria as noted in the local district plan. It is expected that the level of performance at Stage III would be above that set for Stage II. Following the procedures outlined in the state Model Career Ladder plan, the teacher will identify certain evaluation criteria on which the teacher feels performance is above the expected level.

5. Responsibilities

Section 168.500.2(3) RSMo states that the Career Ladder shall contain professional responsibilities expected of teachers at each stage of the plan. Responsibilities are those activities identified in the teacher's Career Development Plan that will be completed while on the Career Ladder. Those responsibilities recognized in the Career Ladder process should relate to effective teaching and effective schools and be designed to provide definite benefits to students and schools. Acceptable responsibilities are non-compensated activities, that are not a part of a participant's regular contract and involve extended day or "free period" activities. Responsibilities may not be church affiliated. In the Model Career Ladder, responsibilities have been organized into three major categories: Personal/Professional Growth, Faculty Collaboration, and Community/School Involvement.

- Personal/Professional Growth

  Activities designed to enhance the teacher's professional preparation as outlined in his or her career plan. An example of this activity would be continuing education, whether it be college courses or inservice training. These responsibilities should be job-related and be addressed through definite professional goals.

- Faculty Collaboration

  Activities designed to support and encourage teacher interaction as outlined in the career plan. An example of this activity would be model teaching, demonstration teaching or sharing of effective teaching strategies.

- School/Community Involvement

  Activities designed to enhance or encourage student performance and development and address school-wide goals as outlined in the district's Career Ladder plan. An example of this activity would be promoting parental involvement or a parent awareness project.

6. Higher Level of Sophistication

This phrase applies to identified responsibilities in the Career Development Plans for teachers at Stages II and III of the Career Ladder. Responsibilities with higher levels of sophistication require greater knowledge on the part of the teacher with respect to a specific project; or involvement of the teacher in the process of conceptualizing, defining, planning, and/or evaluating a specific project rather than only participating in its implementation.

- Developing Activities

  This refers to certain responsibilities with a "higher level of sophistication." Developing activities requires that the teacher have major responsibilities with respect to the process of conceptualizing, defining or planning a specific project.

- Coordinating Activities

  This refers to certain responsibilities with a "higher level of sophistication." Coordinating activities requires that the teacher be actively involved in outlining, directing or supervising the work of colleagues on a particular project; or taking responsibility for the identification, allocation, and monitoring of the resources necessary for the successful completion of a project.

7. Full-Time Contract

This refers to a regular-length contract for a specific position--teacher, librarian, counselor--in a particular school district. For example, if a usual contract for counselors in a district is 10 months, this would be considered a regular-length full-time contract.

8. Master's Degree (in field appropriate to teaching assignment)

Pursuit of an organized program to obtain a Master's Degree or the recent attainment of this degree is recognized as one aspect of personal professional growth. It may be expected that work in an organized program designed to achieve such a degree would be valid as part of a Career Development Plan for Stages I and II and completion of the degree would be an appropriate component of a plan for Stage III.

Questions and Answers about Career Ladder

1. **Must a school district participate in the Career Ladder program? Must a teacher?**

   Participation in the Career Ladder is voluntary for both the district and individual teachers. The law specifies that if a teacher decides against participation, the person should not be penalized in any manner.

2. **What exactly are Qualifications?**

   Qualifications are prerequisites to be completed by the teacher prior to submission of Career Ladder application. They include:

   a. Five years of teaching experience in Missouri public schools.
   b. Appropriate certification.
   c. Regular-length full-time contract.
   d. Demonstration of effective classroom instruction through the Performance Based Teacher Evaluation process.
   e. Development of an acceptable Career Development Plan.

3. **What exactly are Responsibilities? What are some examples?**

   Responsibilities are activities participants will complete while on the Career Ladder. Examples include:

   a. Continuing education.
   b. Participation in a subject area organization.
   c. Model/share/demonstrate effective teaching strategies.
   d. Curriculum development.
   e. Participation on school committees.

4. **How will Performance Based Teacher Evaluation be used at each stage of the Career Ladder?**

   Performance Based Teacher Evaluation (PBTE) will be required at each level of the Career Ladder in partial completion of eligibility requirements. The local district will be required to define the expected level of effective teaching for Stage I from its local PBTE process. Performance above the expected level will be required for Stages II and III. The local district will be responsible for defining these levels from its PBTE process.

5. **What exactly is a teacher's Career Development Plan? What is involved in this plan?**

   A major qualification for a teacher is the organization of a comprehensive plan of action to be completed while serving on the

Career Ladder. This plan is the statement of personal and professional goals relating to the district's Career Ladder process. In the Career Development Plan (CDP), the teacher will specifically identify the Responsibilities to be completed while on the Career Ladder. The plan must also address how responsibilities accepted by the teacher relate to the goals stated for the local district's Career Ladder plan.

The CDP should contain time lines, projected completion dates, and provisions for verification whereby progress on the plan may be monitored. A valid professional expectation would be that a reasonable CDP may take more than one school year to complete. Once a CDP has been activated, modifications may be made, but only upon good cause shown and with prior approval.

6. Who will determine when a teacher has completed the responsibilities outlined in the Career Development Plan?

A committee of administrators and teachers will be given the responsibility for monitoring progress toward completion of the CDP in accordance with time lines established in the plan.

7. Will a definite period of time be required on each stage of the Career Ladder?

Teachers will be required to complete two years on Stage I and three years on Stage II. The local board of education will have the discretion to waive portions of these requirements based upon prior experience.

8. Must a teacher start the Career Ladder at Stage I?

A teacher must begin at Stage I, and potential movement in the process would be to Stage II and then Stage III.

9. Once a teacher has been accepted, will he or she be on the Career Ladder indefinitely?

A teacher's placement on the Career Ladder should be reviewed annually. The teacher will be required to maintain the eligibility criteria which determined initial placement on that stage and shall have made appropriate progress toward completion of the responsibilities, as outlined in the CDP. Once a CDP is successfully completed, a teacher may: a) develop plans for the same Career Ladder stage, b) develop a plan to advance to the next stage, or c) choose not to participate on the Career Ladder.

Financial Questions

1. When will the Career Ladder salary supplement be paid to teachers?

Participating districts will receive Career Ladder funds in July of each year, and teachers should receive salary supplements at this time.

2. Must the salary supplement be $1,500 for Stage I, $3,000 for Stage II, and $5,000 for Stage III?

These levels of compensation are specified in the law, and districts have no authority to pay less than these amounts. If, in a future year, the state appropriation is not sufficient to pay the state share of the supplement, there will be an equal reduction of the salary supplements statewide.

3. Will teacher retirement be withheld from the Career Ladder supplements?

Teacher retirement contributions will be withheld from the Career Ladder supplements. In addition, the local board will be required to match these payments as required for other salary and extra-duty payments.

4. How are the variable match rates established for each district?

The variable match rates are determined by multiplying the district's equalized assessed valuation by the district's income factor. The product of this multiplication will be rank ordered from lowest to highest and divided into twelve groups. The state matching portion will range from 35 percent to 90 percent. A district may receive a five percent bonus if the district is in any bracket between the 85% state funding and the 35% state funding and if the voters of a district approve an adjustment in the district's levy sufficient to pay the entire cost of the local district's contribution.

5. Will a district stay in the same matching rate category from year to year?

The matching rate category for each district will be determined annually. Changes in the computation of the district's relative wealth could change the matching rate category. However, such a change would likely occur only when there would be a significant change in the district's relative wealth or in those cases where the district's adjusted equalized assessed valuation is very close to the top or bottom of a particular category.

6. **If a district votes to increase the local tax rate, will the five percent "bonus" provision on the matching funds continue in succeeding years?**

   The five percent bonus would remain in effect as long as the levy is sufficient to equal the district portion of Career Ladder cost. The district portion may increase as participants move to Stage II and III or more teachers participate in the program, therefore, making the levy insufficient to provide the local portion.

7. **When will districts apply to participate in the Career ladder program?**

   Local districts should make application to the Department by April 15 of the year preceding the first year of participation in the Career Ladder program.

Statutory Authority

Section 168.500. Career and Teacher Excellence plan, effective when --participation to be voluntary--qualifications.-- 1. For the purpose of providing career pay, which shall be a salary supplement, for public school teachers, which for the purpose of section 168.500 through 168.515 of this act shall include classroom teachers, librarians and guidance counselors, there is hereby created and established a career advancement program which shall be known as the "Missouri Career Development and Teacher Excellence Plan", hereinafter known as the "career plan or program", and shall become effective upon the adoption by the department of elementary and secondary education of rules and regulations for the implementation of sections 168.500 through 168.515 of this act; but in no case shall this career plan become effective later than September 1, 1986. Participation by local school districts in the career advancement program established under this section shall be voluntary. The career advancement program is a matching fund program of variable match rates. The general assembly shall make an annual appropriation to the excellence in education fund established under section 7 of this act for the purpose of providing the state's portion for the career advancement program.

2. The department of elementary and secondary education, at the direction of the commissioner of education, shall study and develop model career plans which shall be made available to the local school districts. These state model career plans shall:

(1) Contain three steps or stages of career advancement;

(2) Contain a detailed procedure for the admission of teachers to the career program;

(3) Contain specific criteria for career step qualifications and attainment, which criteria shall clearly describe the professional responsibilities expected of the teacher at each stage of the plan and shall include reference to classroom performance evaluations performed pursuant to section 168.128, RSMo;

(4) Be consistent with the teacher certification process recommended by the Missouri advisory council of certification for educators and adopted by the department of elementary and secondary education;

(5) Provide that public school teachers in Missouri shall become eligible to apply for admission to the career plans adopted under sections 168.500 through 168.515 of this act, after five years of public school teaching in Missouri. All teachers seeking admission to any career plan shall, as minimum, meet the requirements necessary to obtain the first renewable professional certificate as provided in section 168.021, RSMo;

(6) Provide procedures for appealing decisions made under career plans established under sections 168.500 through 168.515 of this act.

3. The commissioner of education shall cause the department of elementary and secondary education to establish guidelines for all career plans established under this section, and criteria that must be met by any school district which seeks funding for its career plan.

4. A participating local school district may have the option of implementing a career plan developed by the department of elementary and secondary education or a local plan which has been developed with advice from teachers employed by the district and which has met with the approval of the department of elementary and secondary education. In approving local career plans, the department of elementary and secondary education may consider provisions in the plan of the local district for recognition of teacher mobility from one district to another within this state.

5. The career plans of local school districts shall not discriminate on the basis of race, sex, religion, national origin, color, creed, or age. Participation in the career plan of a local school district is optional, and any teacher who declines to participate shall not be penalized in any way.

6. In order to receive funds under this section, a school district must have a total levy for operating purposes which is in excess of the amount allowed in section 11(b) of article X of the Missouri Constitution.

168.505. Teacher receiving career pay not to affect district base pay.-- 1. Any teacher receiving career pay under any plan or program established under sections 168.500 through 168.515 of this act, shall continue to receive the district base pay to which he would be entitled if he were not receiving the career pay provided for in sections 168.500 through 168.515 of this act.

2. Any teacher receiving career pay under any plan or program established under sections 168.500 through 168.515 of this act, shall receive any local pay to which teachers with similar training and experience are otherwise entitled.

168.510. Disqualified from participating in career plan, grounds.-- After a teacher who is duly employed by a district qualifies and is selected for participation under a career plan established under sections 168.500 through 168.515 of this act, such teacher shall not be denied the career pay authorized by such plan unless he:

(1) Is dismissed for cause as established under section 168.114; or

(2) Fails to maintain or renew any certificate required by the department of elementary and secondary education; or

(3) Fails to maintain the performance level as required for the attainment of the career stage as set forth in the plan effective in the local district as provided in section 168.500; and

(4) Has exhausted all due process procedures provided by subdivision (6) of subsection 2 of section 168.500.

168.515. Salary supplement for participants in career plan--amounts--matching funds required--state's contribution--tax levy authorized, when.--1. Each teacher selected to participate in a career plan established under sections 168.500 to 168.515, who meets the requirements of such plan, shall receive a salary supplement, the state's share of which shall be provided through the excellence in education fund established under section 160.268, RSMo, as follows:

(1) Career stage I teachers may receive up to an additional one thousand five hundred dollars per school year;

(2) Career stage II teachers may receive up to an additional three thousand dollars per school year.

(3) Career stage III teachers may receive up to an additional five thousand dollars per school year;

2. The state shall make payments directly to the local school district for the purpose of reimbursing the local school district for the payment of any salary supplements provided for in this section subject to the availability of funds as appropriated each year and distributed on a variable match formula which shall include a bonus provision and shall be determined by a district's equalized assessed valuation multiplied by the district income factor established in section 163.031, RSMo, and which shall be known as the adjusted equalized assessed valuation.

3. In distributing these matching funds, school districts shall be ranked by the adjusted equalized assessed valuation from the lowest to the highest into groups, each of which shall contain one-twelfth of the public school districts. Pursuant to subsection 4, districts in the lowest group shall receive ninety percent state funding and shall contribute ten percent local funding. State and local funding portion shall decrease and increase respectively by incremental brackets of five percentage points pursuant to subsection 4. Districts in the highest group shall receive thirty-five percent state funding and shall contribute sixty-five percent local funding.

4. The incremental brackets of five percent are as follows:

State Funds	Local Funds
90%	10%
85%	15%
80%	20%
75%	25%
70%	30%
65%	35%
60%	40%
55%	45%
50%	50%
45%	55%
40%	60%
35%	65%

5. Any district in any bracket between the eighty-five percent state funding and fifteen percent local funding level and the thirty-five percent state funding and sixty-five percent local funding level shall be entitled to a bonus equal to five percent state funding under this section if such district has increased its levy after the effective date of this section by no less than the amount necessary to pay the total local share of participation in the career plan.

6. Each school district shall inform the commissioner of education of the number of duly qualified teachers in the district who are entitled to a state-paid salary supplement under this section. The commissioner of education shall, in accordance with chapter 33, RSMo, execute payment to the districts.

7. Not less than every fourth year, beginning with calendar year 1988, the general assembly, through the joint committee established under section 3 of this act, shall review the amount of the career pay provided for in this section to determine if any increase are necessary to reflect the increases in the cost of living which have occurred since the salary supplements were last reviewed or set.

8. To participate in the salary supplement program established under this section, a school district may submit to the voters of the district a proposition to increase taxes for this purpose. If a school district's current tax rate ceiling is at or above the rate from which an increase would require a two-thirds majority, the school board may submit to the voters of the district a proposition to reduce or eliminate the amount of the levy reduction resulting from section 164.013, RSMo. If a majority of the voters voting thereon vote in favor of the proposition, the board may certify that seventy-five percent of the revenue generated from this source shall be used to implement the salary supplement program established under this section.

9. In no case shall a local school district use as its matching funds to participate in this career program, any state aid provided pursuant to section 163.031 RSMo, or sections 6 or 163.171 of this act.

State Board of Education Rule

Title 5 - DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 80 - Urban and Teacher Education
Chapter 850 - Professional Development

5 CSR 80-850.030 Missouri Career Development and Teacher Excellence Plan

PURPOSE: The Excellence in Education Act of 1985 (sections 168.500- 168.515, RSMo) establishes a career advancement program, the Missouri Career Development and Teacher Excellence Plan, referred to as the career ladder program which shall become effective upon the adoption of rules by the Department of Elementary and Secondary Education; but in no case shall this program become effective later than September 1, 1986. Participation by local school districts in the career ladder program shall be voluntary. The career ladder program is a matching program of variable matched rates established by statute. The general assembly shall make an annual appropriation to the excellence in education fund for the purpose of providing the state's share of the career ladder program. A participating local school district may have the option of implementing a career ladder plan developed by the Department of Elementary and Secondary Education or a local plan which has been developed with advice from teachers employed by the district and which has met with the approval of the Department of Elementary and Secondary Education. This rule sets forth guidelines for local district participation in the career ladder program.

(1) For the purpose of this rule unless the context clearly requires otherwise, the following terms shall mean:

(A) School district - A school or group of schools governed by a locally elected board of education or the State Board of Education and operated at public expense;

(B) Participating teacher - An individual employed full-time by a school district who is certificated under rules governing teacher certification to serve as a classroom teacher, librarian or guidance counselor and who, as verified by a school district, has met criteria established for the career ladder;

(C) Department - Department of Elementary and Secondary Education;

(D) Eligible district - A school district which has adopted a local district career ladder plan and had that plan approved by the department according to standards and procedures established in this rule; and

(E) Career ladder salary supplement - Up to fifteen hundred dollars ($1500) for Career Stage I teachers, three thousand dollars ($3000) for Career Stage II teachers and five thousand dollars ($5000) for Career Stage III teachers contingent upon appropriations for this purpose.

(2) The department will provide school districts a model career ladder and guidelines for school district plans which meet the requirements established by statute and this rule.

(3) Each local school district desiring to participate in the career ladder program shall submit an application to the Division of Urban and Teacher Education prior to June 20, 1986 and April 15 in subsequent years.

(4) Upon receipt of the school district's career ladder application, the Division of Urban and Teacher Education will review plans for eligibility to participate in the variable match rate program. The local district's career ladder plan will be evaluated to determine compliance with applicable statutes and standards and procedures established in the Guidelines for Local District Career Ladder Plans (Appendix A).

(5) School districts will be notified of necessary modifications, eligibility or denial prior to August 15, 1986 and June 30, in subsequent years.

(6) Each eligible district shall identify participating teachers on classification forms Core Data Collections provided by the department.

(7) Upon receipt of the Core Data information, the department will compile a list of participating teachers and determine the state portion of the career ladder salary supplement according to the variable matching rate provisions of the law. The department will send to each district the list of participating teachers. The district will correct as necessary, verify this list and certify its accuracy to the commissioner of education on or before March 15.

(8) Upon receipt of the certified list, the department will schedule one (1) payment to occur in July in concert with regular payment of foundation program funds. Contingent upon appropriations for this purpose participating districts shall receive the appropriate reimbursement for Career Ladder Stage I in the first year of participation; Stages I and II in the second year; and Stages I, II and III in the third year.

(9) Eligible districts receiving Career Ladder salary supplements shall pay to each teacher an amount as provided by section 168.515(1), RSMo. If staffing/eligibility changes occur subsequent to the certification of the Career Ladder entitlement

which cause the district to receive more or fewer funds necessary to implement the provisions of section 168.515, RSMo, the department shall be notified when the district certifies its Career Ladder supplement pay list for the succeeding year and the department will make an offsetting correction on the current year's payment.

(10) Independent auditors retained by local districts will be responsible to examine district payroll records to determine if the proper Career Ladder supplemental pay has actually been paid to participating teachers as certified by the district to the department. Instances of noncompliance should be set forth in the audit report in the accountant's report on state and federal compliance.

Auth: section 168.500-168.515, RSMo (1986). Original rule filed Feb. 26, 1986, effective May 29, 1986.

Appendix A

Guidelines for Local District Career Ladder Plans

DISTRICT CAREER LADDER PLAN

I. The local district shall develop and submit to the Department of Elementary and Secondary Education a District Career Ladder Plan (DCLP). This plan will provide the organizational basis for the district's career ladder. Development of a career ladder is voluntary for local school districts. When districts establish a career ladder plan, they also must accept the responsibility of raising the local portion of the funding. Teachers who clearly meet the Qualifications and Responsibilities established as specific criteria (168.500.2(3), RSMo) for the district career ladder shall have a reasonable expectation of participating on the career ladder.

A. The DCLP shall contain a clearly defined statement of goals and purposes for the district's career ladder.

B. The DCLP shall contain three (3) stages and the qualifications and responsibilities for each stage. The annual supplemental pay for Stage I shall be $1,500, Stage II-$3,000 and Stage III-$5,000 contingent upon appropriations for this purpose (168.515.1., RSMo). This supplemental pay shall be in addition to that which the teacher would normally be accorded by the district's salary schedule (168.505.1., RSMo).

C. Each career ladder stage shall contain specific qualifications to be completed prior to application (168.500.2., RSMo). These qualifications shall include:

1. Five (5) years of teaching experience in Missouri public schools for Stage I (168.500.2(5), RSMo).

2. A clearly defined level of performance relative to the district's Performance Based Teacher Evaluation (PBTE) process for each stage on the career ladder (168.500.2(3), RSMo).

As stated in the state Model for PBTE, the EXPECTED PERFORMANCE LEVEL is a designation accorded to an EFFECTIVE teacher. Performance which clearly meets the district's expected performance level shall be required for Stage I and performance which meets and exceeds the expected level shall be required for Stages II and III:

- o At Stage I, the teacher shall show evidence of performance at the expected level on the district's PBTE system.

- o At Stage II, the teacher shall show evidence of performance above the EXPECTED level on 10% of the evaluative criteria included in the district's PBTE system with at least one of the criteria in the area of instructional/guidance and counseling process.

- o At Stage III, the teacher shall show evidence of performance above the EXPECTED level on 15% of the evaluative criteria included in the district's PBTE system with at least one of the criteria in the area of instructional/guidance and counseling process.

In the PBTE system, the key emphasis is on the EXPECTED level of performance (EFFECTIVE teaching) and the percentage figures should be viewed as significant performance above the EXPECTED level. Unless otherwise approved by the department, the DCLP shall require no more than the percentages stated above.

3. A Career Development Plan to be organized by the teacher.

The Career Development Plan shall contain the responsibilities to be completed by the teacher while on the career ladder, specific time lines relating to the identified responsibilities, as well as provisions to monitor progress and verify completion of these responsibilities. Following approval by the district, these plans may be amended for good cause.

- o To qualify for Stage II, a teacher shall have completed a Career Development Plan and two (2) years of service on Stage I of the career ladder. One (1) year of service on the previous stage may be waived by the local Board of Education based upon a total of seven (7) years teaching in the public schools.

- o To qualify the Stage III, a teacher must have completed a Career Development Plan and three (3) years service on Stage II of the career ladder. Two (2) years of this service on the previous stage may be waived by the local Board of Education based upon a total of ten (10) years teaching in the public schools.

4. Appropriate certification in subject area for each teacher, except upon good cause shown (168.500.2., RSMo). The DCLP may contain additional qualifications deemed appropriate by the local board of education to the extent they are consistent with the provisions of 168.500 - 168.515, RSMo.

D. The DCLP shall contain the responsibilities to be recognized in the district's career ladder (168.500.2., RSMo). Districts are encouraged to develop responsibilities appropriate to local situations and all responsibilities shall relate directly to the goals stated for the DCLP. Each career ladder stage shall contain specific responsibilities to be completed by the teacher while on the career ladder. These shall be detailed in the teacher's Career Development Plan. Responsibilities on Stages II and III shall demonstrate increasing levels of sophistication with respect to developing and coordinating activities.

INVOLVEMENT

II. The local school district shall show evidence of teacher, administrator, and patron involvement in the development of the DCLP. Teachers selected for such involvement should be chosen by teachers in the district.

III. Administrators and teachers shall be involved in recommending approval to the local board of education of the individual teacher's Career Development Plan and placement on the career ladder. Teachers selected for involvement should be chosen by teachers in the district.

ASSESSMENT OF PLAN

IV. The DCLP shall contain provisions for assessment of the district's career ladder.

Plans will be made for periodic assessment of the district's career ladder under the direction of the local board of education with assistance from administrators, teachers, and patrons. Criteria for assessment shall include, but not be limited to, goals and purposes, impact on effective teaching, benefits for schools and students, and teacher interest and participation.

PERFORMANCE BASED TEACHER EVALUATION/PROCEDURE

V. The DCLP shall contain the instrument, procedures, and forms used in the district's PBTE process. The DCLP shall contain a precise definition of the "expected level of EFFECTIVE performance" for each stage on the career ladder. (See I-C of these guidelines for a description of these requirements.)

PERFORMANCE BASED TEACHER EVALUATION/TRAINING

VI. The DCLP shall contain evidence of prior and based continuous training for evaluators in PBTE. This training shall be comprehensive in nature and include, but not be limited to, knowledge of effective teaching, formative observation, summative evaluation and assistance to teachers in improvement of instruction. Training shall also address procedures for consistency and reliability among evaluators.

VII. The DCLP shall contain procedures for appealing decisions made regarding approval or denial of application and placement on the career ladder (168.510, RSMo), including the right to substantive and procedural appeals of the PBTE. Procedures shall include, but not necessarily be limited to, the following:

A. An opportunity to have the decision reviewed by the authority/committee rendering the initial decision;

B. An opportunity to have the decision rendered in "A" reviewed by the superintendent of schools; and

C. An opportunity to have the decision rendered in "B" reviewed by the local board of education.

Appeal procedures shall be implemented in a timely fashion. All decisions made with respect to a teacher's application to, and placement on, any stage of the career ladder shall be based on the qualifications for that stage as stated in the DCLP.

VIII. The DCLP shall contain provisions for recognition of teacher mobility from one participating district to another within this state (168.500.4., RSMo).

IX. The Department of Elementary and Secondary Education will periodically review local district plans and will collect information from local districts regarding the career ladder process. The local district must advise the department regarding amendments to the DCLP adopted by the local board of education following approval of the original DCLP by the department.

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